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ABSTRACT

A project was undertaken at California's Orange Coast College (OCC) to develop a handbook that would delineate the duties and responsibilities of department chairs at the college. To determine the appropriate design elements and content of the handbook, the relevant literature was reviewed, formative criteria were established and validated, and current administrative handbooks from all the colleges in Orange County were analyzed. Once the handbook was developed, a summative review of the final product was conducted. Results suggested that the handbook needed to include essential information for chairs to adequately and ethically perform the duties and responsibilities of their positions, and that, to be effective, it must be practical and specific. It was also concluded that a handbook must be developed with the audience in mind to ensure that it is written at a level targeted for the primary audience. Recommendations for implementing the new handbook at OCC included the following: (1) it should be presented to the college for adoption; (2) it should be forwarded to the all the colleges in Orange County; (3) it should be reviewed, updated, and revised annually; and (4) the annual update should include input from department chairpersons who use the handbook. Contains 28 references. Appendixes provide the criteria used to develop the handbook, descriptions of faculty members involved in the formation and evaluation of the handbook, and the new handbook. (HAA)

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DEVELOPMENT OF A HANDBOOK FOR DEPARTMENT CHAIRPERSONS AT ORANGE COAST COLLEGE

Governance and Management

E. J. Arismendi-Pardi

Orange Coast College

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Orange County Cluster

A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

January, 1997

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Abstract of a practicum report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

DEVELOPMENT OF A HANDBOOK FOR DEPARTMENT CHAIRPERSONS AT ORANGE COAST COLLEGE

by

E. J. Arismendi-Pardi

January, 1997

The problem under investigation was that department chairpersons at Orange Coast College (OCC) did not have a description nor a document delineating the duties and responsibilities for their position. The purpose of the study was to develop a handbook to assist new and current department chairpersons in defining, clarifying, and providing a uniform description for the position of department chairperson at OCC. There were two research questions for this study. First, "What are the appropriate design elements of a handbook for department chairpersons at OCC?" Second, "What specific content should be included in the handbook for department chairpersons at OCC?"

The procedures used to develop the product included: A review of the literature, establishment and validation of formative criteria, review of current administrative handbooks from all the colleges in Orange County, development of the handbook for department chairpersons at OCC, and a summative review of the final product.

The results suggested that the handbook needed to include essential information for department chairpersons to adequately and ethically perform the duties and responsibilities of their position. It was concluded that for a handbook for department chairpersons to be effective, the handbook must be practical and contain information on how to perform a particular task. It was also concluded that a handbook must be developed with the audience in mind so that the language, tone, and technical communication is written at a level targeted for the primary audience.

Recommendations for developing a handbook for department chairpersons at OCC included, but were not limitesd to the following: (1) the handbook should be presented to the college for adoption, (2) the handbook should be forward to all the colleges in Orange County, (3) the handbook should be reviewed, updated, and revised annually, and (4) the annual update should include input from department chairpersons who use the handbook.

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Chapter 1

INTRODUCTION

Orange Coast College is a public 2-year institution offering the Associate in Arts (A.A.) degree, certificates of completion, vocational education programs, community services, and college transfer programs for students whose majors require four or more years of college education. Orange Coast College (OCC) is one of three colleges in the Coast Community College District and was founded in 1947. The college is known as Southern California's leading transfer institution (Orange Coast College, 1996, p. 3).

Nature of the Problem

One of the major responsibilities of department chairpersons at OCC is to assist division deans and chairpersons of full-time faculty with various managerial duties. The problem is that there is no description for the position delineating the duties and responsibilities of department chairpersons at OCC. No department chairperson handbook exists to assist new department chairpersons in their positions.

Purpose of the Study

The purpose of this study was to develop a handbook for department chairpersons at OCC. The handbook will assist new department chairpersons in defining and clarifying their new position. In addition, the handbook will also assist existing

department chairpersons by providing a uniform description of the duties and responsibilities of the position of chairperson at OCC.

Significance to the Institution

Many recently promoted persons to the department chairperson position at OCC fail to carry out the responsibilities of their new positions effectively. S. Johnson (personal communication, July 23, 1996), Dean of the Division of Mathematics and Sciences at OCC, argues that a handbook will alleviate the inefficiency, and lack of uniformity in departmental managerial practices at OCC. In order to assist new department chairpersons, he believes that a handbook for chairpersons containing a job description of responsibilities would be useful. The use of this handbook should benefit all department chairpersons at OCC.

Relationship to Seminar

This practicum was directly related to the Governance and Management seminar in that the principles of management were used in the development of a handbook for new department chairpersons. A department chairperson is a diagnostician who uses theories or frames of management to focus on certain things while ignoring others and to arrive at a decision based on an objective analysis of the situation (Bolman & Deal, 1984, p. 21). It is also necessary for department chairpersons or first level managers in diverse organizations to function as liaisons between division deans and faculty. Having face-to-face interaction with the members of the organization is important for building effective relationships in the work place (Bolman & Deal, p. 47).

The completion of this project required an indepth study of management theory as well as an understanding of the responsibilities of first level managers or department chairpersons in the community college setting.

Relationship to Concentration

The author's area of concentration is mathematics education. Since the development of a handbook for department chairpersons is an essential managerial tool for the interaction between mathematics educators and the mathematics department chairperson, there is an interrelationship between the nature of this practicum and the selected area of concentration. Also it is beneficial for a mathematics department chairperson to be familiar with mathematicians in an educational setting to thus attain effective communication and maximum organizational efficiency.

Research Questions

There were two research questions for this study. First, "What are the appropriate design elements of a handbook for department chairpersons at OCC?" Second, "What specific content should be included in the handbook for department chairpersons at OCC?

Definition of Terms

For the purposes of this practicum, the following terms needed clarification.

Department chairperson. A department chairperson or chair is a community college professor who functions as a supervisor, group leader or first level manager of faculty in a specific department.

Handbook. A handbook is a document, pamphlet or manual designed to provide specific and accurate information concerning the description, duties, and responsibilities of department chairpersons.

OCC. Orange Coast College is a public 2-year institution offering the Associate in Arts (A.A.) degree, certificates of achievement, vocational education programs, community services, and college transfer programs to 4-year institutions for students whose majors require four or more years of college education.

Chapter 2

REVIEW OF THE LITERATURE

A review of the literature of the guidelines for handbook design, content, and development provided the theoretical foundations for this problem solving practicum. The investigation of the literature also provided information concerning the duties and responsibilities of department chairpersons. This chapter presents (a) guidelines for design, content, and development of handbooks, and (b) duties and responsibilities of department chairpersons.

Guidelines for Design, Content, and Development of Handbooks

A literature investigation of design, content, and development of handbooks revealed various studies suggesting a variety of approaches to create effective handbooks. There appears to be a consistency in the suggestions made by experts in designing and developing handbooks.

According to Roberts (1995), a handbook is a managerial tool that can be used to bring about effective change in academic departments (p. 11). Effective Change is the process of improving some of the things that are wrong in a given situation (Smith, 1994, p. 157). Furthermore, handbooks are documents containing information needed in specialized fields and published by many institutions and industrial organizations for the purpose of clarifying procedures and activities (Houp & Pearsall, 1988, p. 259; Lannon, 1985, p. 317). Hence, a handbook is the basis for understanding the responsibilities of a position because it puts all the crucial information in one place (Thiers, 1992, p.

28). Gill and McPike (1995) indicate that handbooks containing too much information become cluttered and thereby difficult to delineate between what is important and what is trivial (p. 15).

Research conducted by Stockton (1995) suggests that the organization and design of a handbook (as cited in Metter and Willis, 1993) should include the following criteria: (a) the audience, (b) the level at which the text should be written, (c) the information that should be included, (d) the order of presentation, and (e) explanation of unfamiliar terms (p. 23). Zeigler (1996) concurs with many suggestions made by Stockton (1995) in that her research indicated that in designing a handbook it is crucial to keep the audience in mind (p. 30). J. Ford and S. S. Ford (1991) state that the purpose and content of a handbook is determined by who is the targeted audience or who will use the handbook on campus (p. 4). According to Zeigler's study (as cited in Philbin & Presley, 1989, p. 94),

> after deciding on the targeted audience, the [author of the handbook] will be able to set the tone of the text. The tone is the attitude a writer takes toward the audience. The tone is created by selecting words and sentence style that will speak appropriately to the audience. (p. 13)

Stockton (1995) identifies (as cited in Thiers, 1992, p. 30) "three variables of manual [or handbook] design that should be taken into consideration: (a) format, (b) method, and (c) cost" (p. 22). Thiers (1992) states that a "loose-leaf format makes it easy to add or remove pages" (p. 31). The handbook should be handled and printed in-house in order to maintain inexpensive production costs (Thiers, p. 31).

Handbooks should be designed for the purpose of providing a quick and easy reference for department chairpersons (J. Ford & S. S. Ford, 1991, p. 6).

Zeigler (1996, p. 14) indicates that other guidelines for design, content and development of handbooks include:

1. Making things easier for the reader
2. Clarity, correctness, and conciseness
3. Unambiguity
4. Written text broken into short sections
5. Technical depth of the written text compatible with the reader's background
6. Avoiding the use of elegant or complex language
7. Making it useful when considering the objective
8. Well organized
9. Instructions or procedures presented as a series of numbered steps

Research on the development of academic handbooks conducted by J. Ford and S. S. Ford (1991, p. 6) indicates that the content of a handbook should include the following:

1. Definition of specific position
2. Description of specific and general responsibilities
3. Guidelines for advising students into the appropriate mathematics classes
4. Academic policies and procedures
5. Departmental philosophy and procedures
6. Advising techniques
7. Directory of various on-campus assistance sources

8. Table of contents for lengthy documents

9. Time management guidelines

10. Motivation techniques

11. Listening skills

12. Characteristics of a good leader

13. Managerial strategies

14. The do's and don't's of academic advising or academic management

15. Introductory letter of explanation describing the organization of the handbook

Finally, Obradovitch and Stephanou (1990), stress the importance of ethics and ethical decision making in government, business, industry and education (p. 268). Several authors concur with Obradovitch and Stephanou (1990) in that the issue of ethics and honesty has become an increasing concern among executives, managers, educators, and students throughout the United States (Kouzes, 1993, p. 134; Maidique & Hayes, 1987, p. 159; Robbins, 1990, p. 264). McKeachie (1994) asserts that "ethical conflicts [are] . . . the result of the conflicting roles of mentor/sponsor and evaluator [or supervisor]" (p. 271). Furthermore, M. M. Obradovitch, program manager of the Electro-optical Division at Hughes Aircraft Company, and former professor of business, management, and engineering at several universities in Southern California states that "a handbook for department chairpersons must include a discussion about ethics in academia" (personal communication, October 7, 1996). Obradovitch and Stephanou (1990) further conclude that "questionable practices

along with outright wrongdoing in nearly all sectors of our society have aroused public indignation and refocused attention on a need to reexamine our values" (p. 268).

Duties and Responsibilities of Department Chairpersons

Creswell and Brown (1992), "define a chairperson, chair, or head (as cited in Bennett & Figuli, 1990; Tucker, 1984) as someone heading an academic department or division" (p. 42).

The principal duty of department chairpersons is to provide visible rewards for good teaching by creating a climate where faculty feel free to risk failure and celebrate success (Murray, 1995, p. 165). Gmelch and Burns (1994) discuss the duties of department chairpersons in terms of their dual roles: One as an administrator and the other as a faculty member (p. 79).

The administrative roles of department chairpersons are to evaluate faculty for the purpose of improving the teaching and learning of mathematics and science, and to effectively represent the department in budgetary and personnel matters (Gmelch & Burns, p. 79; Willoughby, 1993, p. 6). On the other hand, the faculty roles of department chairpersons consists of teaching, research, writing, and service to students by helping them navigate vast areas of information (Gmelch & Burns, p. 79; McKeachie, 1994, p. 188; Willoughby, 1993, p. 7). Several authors report that the most important administrative duty of department chairpersons is to be a liaison and a representative of the faculty to higher levels of administration and to other

entities within the organizational structure of the institution (Carroll & Gmelch, 1992, p. 5; Gmelch & Burns, 1994, p. 79; McKeachie, 1994, p. 267).

Mathematics education researchers Zollman and Smith (1993) report that the literature in mathematics education (as cited in National Council of Teachers of Mathematics, 1991) identifies three primary duties for department chairpersons: Teaching, academic expertise, and communication of skills (p. 132). However, "the chair must . . . be able to communicate clear signals to faculty about balancing their scholarly pursuits and instructional responsibilities" (McGovern, 1994, p. 35). Concerning the duties of department chairpersons from an academic/faculty point of view, Greenbaum (1996) states that:

> Chairpersons also need to recognize that commitment to research and other academic pursuits by community college teachers not only makes a teacher more effective in the classroom, but also allows community college educators to evaluate the validity of materials published in the field. (p. 4)

Therefore, "a chair's job is to respond to [a given] situation, to try to change it" (Rooke, 1993, p. 30). These situations concern issues about students, curriculum, faculty, and economic resources to effectively run academic programs (Steen, 1992, p. 3).

Brace (1990, p. 73) outlines seven principal responsibilities for chairpersons to support academic programs:

1. Create a list of substitute teachers
2. Compile, create, and update departmental handbooks

3. Include faculty (i.e., substitutes and adjunct faculty) at staff meetings

4. Evaluate faculty performance

5. Coordinate program offerings

6. Supervise faculty

7. Provide systematic feedback

The evaluation of faculty by department chairpersons must be "relevant, reliable, recognizable, and realistic" (Svinicki, 1993, p. 3). Creswell and Brown (1992) report that a chairperson's responsibility is to try to pull new faculty up to a level where they are tenurable (p. 52). Quantitative research conducted by Carroll and Gmelch (1992, p. 5) based on a sample of 800 department chairs from 100 institutions of higher education indicates that the responsibilities of department chairpersons are to:

1. Recruit and select faculty

2. Represent department to administration

3. Evaluate faculty performance

4. Encourage faculty research and publication

5. Maintain conducive work climate (i.e., reducing conflict among faculty)

6. Manage department resources (finances, equipment, and facilities)

7. Encourage professional development efforts of faculty

8. Develop and initiate long-range departmental goals

9. Provide informal faculty leadership

10. Remain current with academic discipline

McGovern (1994) points out that "the chair's leadership responsibilities in the area of faculty development are among the most important in a complex job description. . . Chairs must foster an intellectual and systematic discussion [of issues that affect the department] at faculty meetings" (p. 37). According to Wheeler (1992, p. 88), helping new faculty to succeed is another responsibility of the department chair that can only be accomplished by developing the following abilities and expertise:

1. Understanding institutional roles and expectations
2. Learning how the institution operates
3. Finding resources
4. Developing collegiality
5. Obtaining feedback on professional progress
6. Improving skills and performance in professional roles
7. Finding a balance in work-life expectations

Research conducted by Rooke (1993) concerning the responsibilities of department chairs indicates that

> chairs have the responsibility for managing how committees work, how curriculum is shaped, how resources are allocated, how colleagues are evaluated, . . . respecting difference, and orchestrating difference in order to leave hospitable room for difference. . . The "ministry" of the chair involves not the teaching of some transcendental truth but rather the modeling and fostering of good will, which is most needed when differences are extreme: Good will can coexist with passionate attachment of ideas. (p. 31)

Finally, the success of department chairpersons is based on the assumption that "the department is committed to giving its students a program based on depth and breadth" (Keith, 1995, p. 25). Department chairpersons play a pivotal role in the improvement of higher education's teaching mission, and the

success of this role is directly proportional to effective leadership in the support of teaching and learning (Murray, 1995, p. 174; Parker, 1993, p. 232).

Summary

The literature review revealed that a handbook is a managerial tool that can be used to bring about change in an institutional organization. The purpose of this tool is to clarify procedures and describe activities needed in specialized fields. Handbooks contain crucial information pertaining to the responsibilities of a position within in a given institution and should not be cluttered with trivial information.

The criteria for the design and development of handbooks should be guided by the audience, reading level of the written text, information to be included, order of presentation, and explanation of unfamiliar terms. The purpose and content of hadbooks is determined by the audience. In order to keep the audience in mind, it is important to set an appropriate tone by selecting words and sentences that will speak to the target audience.

Some of the variables that should be considered in designing handbooks are handbook format, method of production, and the cost to produce the document. Handbooks are frequently updated and should be published as a loose-leaf document. The printing, handling, and reproduction of handbooks should be in-house in order to minimize production costs.

Handbooks for department chairpersons should be designed for the purpose of providing a quick and easy reference. Hence, the design, content, and development should be easy to read, clear, correct, concise, written in short sections, compatible with the reading level of the audience, useful, and well organized with instructions or procedures clearly written as a series of numbered steps. Handbooks should also include definitions and descriptions of the position and responsibilities of chairpersons. Handbooks for department chairpersons should also include a statement about the academic and departmental philosophy, policies, and procedures. The literature also suggests that a handbook for department chairpersons needs to include a discussion about ethics in academia in order avoid ethical dilemmas.

The literature on the duties and responsibilies of department chairpersons defined the position of "chairperson" as the individual who is responsible for leading the department. The principal duty of this individual is to provide rewards for good teaching, and to create a climate that encourages risk and celebrates success.

The responsibilities of chairpersons identified in the literature were classified in terms of their dual roles. As an administrator the chairperson is responsible for evaluation of faculty performance, and representation of faculty to the higher echelons of the institutional organization. As a faculty member, chairpersons are responsible for teaching, research, writing, and servicing students. The department chairperson also acts as the

link between faculty and administration. Other responsibilities include assigning substitute professors, developing departmental handbooks, conducting staff meetings, coordinating program offerings, recruiting and mentoring new faculty, encouraging faculty research and publication, maintaining a conducive work climate, developing strategic goals for the department, keeping current in the field, managing department resources, and managing curriculum development.

Finally, the literature suggests that the success of the department chairperson depends on his leadership to support teaching and learning. The department chairperson plays a crucial role in the improvement of higher education's teaching mission.

Chapter 3

METHODOLOGY AND PROCEDURES

Procedures

The design used in this practicum report was the development methodology. Seven procedures were followed for the completion of this practicum report. First, a review of the literature was conducted. This review included guidelines and examples for handbook design, content, and development. The review also included the duties and responsibilities of department chairpersons.

Second, criteria were established for the handbook (see Appendix A). The design and content criteria were based on the information obtained from the literature review and from input by the formative committee. The formative committee consisted of the dean of mathematics and sciences, a former administrator, and the mathematics department chairperson of full-time faculty. A complete listing of the formative committee participants and their credentials as well as why and how they were chosen is included in Appendix B. A summative committee validated the criteria. This committee consisted of the division dean of physical sciences and technology from Irvine Valley College, the president of the Academic Senate at OCC, and the department chairperson of physics at OCC. A complete listing of the summative committee participants and their credentials as well as why and how they were chosen is included in Appendix C.

Third, the formative committee provided input on the design and content for the handbook. The committee also provided guidance in the formative stages of the criteria during scheduled meetings.

Fourth, sample handbooks for department chairperson from all seven Orange County community colleges were requested via telephone and seven handbooks were received. Coastline Community College forwarded a handbook for department chairpersons. However, Golden West College, Rancho Santiago College, Fullerton College, Irvine Valley College, Saddleback College, and Cypress College did not have handbooks for department chairpersons. These colleges forwarded other administrative handbooks in lieu of handbooks for department chairperson. The information contained in these documents was reviewed and used when appropriate to create the product for this study.

Fifth, a draft of the handbook for department chairpersons at OCC was prepared with input from the formative committee.

Sixth, the final draft was reviewed by the summative committee for validation purposes using the criteria previously established by the formative committee. Feedback from the summative committee was provided during scheduled meetings.

Seventh, the summative committee reached consensus after two revisions. A final draft of the handbook was submitted to the Dean of the Division of Mathematics and Sciences at OCC. A copy of this handbook is included in Appendix D.

Assumptions

For this practicum, it was assumed that the formative committee had knowledge to guide the development of this project. It was also assumed that the handbooks received from the selected colleges contained up-to-date information. It was further assumed that the summative committee's validation of the design and content format of the handbook was valid.

Limitations

The product developed in this practicum is limited in that it is specific to the needs of department chairpersons at OCC. Another limitation is that the handbook conforms to the managerial and administrative practices of OCC. The content of the handbook cannot, therefore, be used by other colleges.

Chapter 4

RESULTS

Findings From the Literature Review

The literature review provided expert information, guidelines, and examples for handbook design, content, and development. Over forty sources were reviewed to determine the specific content that should be included in a handbook for department chairpersons. The literature review provided the theoretical foundations for conceptualizing and justifying the results of the research questions, "What are the appropriate design elements of a handbook for department chairpersons at OCC?" and "What specific content should be included in the handbook for department chairpersons at OCC?"

The investigation of the literature suggested that a handbook for department chairpersons is the academic document that describes the duties and responsibilities of department chairpersons. In designing the handbook, research on handbook development indicated that this document should be written in a clear, concise, uncluttered, and unambiguous manner. Several authors suggested that for a handbook to be effective, the audience must be considered during the development of the product. The literature also suggested that the handbook be handled and printed in-house in a loose-leaf format to keep costs at a minimum and for ease in making changes or updates.

The literature also suggested that since a handbook contains all the crucial information in one place, such information may become valuable to department chairs when making decisions that

affect the department. The literature indicated that a handbook for department chairpersons should contain a definition of the specific position, a description of academic and administrative duties and responsibilities, academic policies and procedures, and departmental philosophy or mission. The literature further suggested that a handbook for department chairpersons should contain a section on making ethical decisions.

Findings From Handbooks for Department Chairpersons and Other Adminitrative Documents From Colleges in Orange County

Copies of the most current administrative handbooks from Coastline Community College, Cypress College, Fullerton College, Golden West College, Irvine Valley College, Rancho Santiago College, and Saddleback College were obtained via telephone request. Coastline Community College was the only institution that had a handbook for the position of department chairperson delineating the specific duties, responsibilities, and clearly defining the term "chairperson". None of the other colleges had a specific handbook for department chairpersons that delineated specific duties and responsibilities for this position. However, the colleges that did not have a handbook for department chairpersons forwarded copies of other administrative handbooks.

A representative from the Office of the Vice President of Instruction at Irvine Valley College, Cypress College, and Fullerton College indicated that a handbook for department chairperson is an excellent way to describe the specific duties and responsibilities of the position of department chairperson.

These representatives also requested a copy of the final product developed in this practicum report to use as a model for developing a similar document at their respective institutions.

Analysis of the Handbook for Department Chairperson From Coastline Community College

A qualitative analysis of the handbook for department chairpersons at Coastline Community College revealed that this document had been handled, printed, and published in-house. The written text of this three-page document was single spaced and appeared to be cluttered at first glance. However, the text was broken into shorter sections that were then presented as a series of numbered steps. Each of the three sections delineated administrative duties and responsibilities, academic duties and responsibilities, and other activities. These activities included information about the internal operations of the department in relation to in-coming high school graduates and students transfering to 4-year institutions.

The handbook defined the chairperson as a subject specialist whose main responsibility is to act as a liaison among faculty and between faculty, the Academic Senate, and administrators. According to this document, the chairperson is responsible for scheduling course offerings, and regularly conducting meetings to discuss and address issues that affect the operations of the department.

This handbook indicated that the chairperson is responsible for conducting faculty evaluations, recruiting new faculty, acting as an advisor to the dean and to the faculty, developing

curriculum, updating and revising course outlines, and assisting faculty in the textbook selection process. In addition, the chairperson is also responsible for requesting resource materials such as equipment, software, and supplies. Finally, the handbook points out that the chairperson is responsible for providing feedback to administrators about classroom environment.

Analysis of the Administrative Handbook From Cypress College and Fullerton College

A review of this administrative handbook revealed that it had been handled, printed, and published by the North Orange County Community College District for use by the administrative staff of Cypress College and Fullerton College. The written text of this document entitled Manager's Handbook was single spaced and broken into various paragraphs separated by two spaces, and thus appearing uncluttered. The handbook was designed to be secured in a three-ring binder for ease in the updating process.

Further review of the Manager's Handbook provided qualitative evidence of a well organized and attractive document. The handbook was organized into twelve sections that were further divided into several subsections. The various sections of the handbook included the following items:

1. Statement of purpose
2. Membership of the administrative organizational structure of Cypress College and Fullerton College
3. Organizational charts for Cypress College and Fullerton College
4. Statement of ethics

5. Academic calendars for Cypress College and Fullerton College

6. Telephone listings for various divisions and departments at Cypress College and Fullerton College

7. Definitions of acronyms used at Cypress College and Fullerton College

8. Miscellaneous information

The statement of ethics section of the handbook appeared to be well researched. Some of the topics discussed in this section included: (a) importance of ethics, (b) expectations of ethical behavior, (c) principles of ethical management, and (d) examples of ethical behavior with administrators, students, professors, and the community.

The contents of the handbook included the required procedures for evaluating faculty, staff, and administrators. The handbook did not provide definitions for the various administrative positions within the two colleges. However, the names and phone numbers of every member of the faculty and administrative staff were listed in the handbook. Finally, according to the Manager's Handbook, administrators at Cypress College and Fullerton College are expected to have:

1. Knowledge of collective bargaining
2. Knowledge of shared governance
3. Knowlege of ethics in making decisions
4. Vision and leadership skills
5. Regular communication with constituents

Analysis of the Administrative Handbook From Golden West College

A review of the admistrative document entitled College Handbook from Golden West College revealed that the document had been handled, printed, and published by the President's Office. The contents of this handbook included the following items:

1. Academic calendars
2. Academic senate
    a. Constitution and bylaws
    b. Statement of ethics
3. Administrative services
4. Coast Federation of Educators
5. Committees and councils
6. Instructional and student services
    a. Academic due process
    b. Controversial issues
    c. Curriculum process
    d. Grievances
7. President's office personnel
8. United Federation of Classified Employees

In addition to the content items listed above, the handbook also outlined the duties and responsibilities of faculty, counselors, and librarians. The handbook did not list any specific duties and responsibilities for the administrative officers of the institutional organization. However, the document provided the organizational charts for each of the academic divisions within the college. A visual inspection of

the handbook revealed that the written text was well organized and the tone was appropriate for the intended audience which in this case included faculty, counselors, librarians, classified employees, and administrators. Finally, the handbook was designed to be secured in a three-ring binder in order to ease the revising and updating process.

Analysis of the Administrative Handbook From Irvine Valley College

A qualitative analysis of the handbook from Irvine Valley College revealed that the document had been designed to assist administrative and academic deans in performing the respective assignments. There was evidence to indicate that the handbook had been handled, published, and printed by an outside management consulting firm. The handbook was designed to be secured in a three-ring binder to ease the updating process. Further inspection of the document revealed that the handbook contained the following ten sections:

1. Organization of Irvine Valley College
2. Academic calendar
3. Reports and terminology
4. Scheduling
5. Essential documents
6. Vocational education and grants
7. Hiring policies
8. Night dean duties
9. Faculty evaluations
10. Student discipline

The introductory statement of the handbook indicated that the document provided all the information needed by the administrative personnel at Irvine Valley College to perform their tasks effectively. The night dean duties section delineated operational responsibilities of the division that only encompassed the management of equipment and facilities concerning power outages, medical emergencies, bomb threats, fire, criminal activity, and earthquakes. The handbook did not list specific duties and responsibilities for the administrative officers of the college. Further inspection of the handbook indicated that there was no statement of ethics nor a section on ethical behavior or ethical decision making. Finally, the handbook used a variety of color tags and was safely secured in an attractive three-ring binder.

Analysis of the Administrative Handbook From Rancho Santiago College

A review of the administrative handbook from Rancho Santiago College revealed that the document had been handled, printed, and published in-house. The handbook was comprised of 18 pages of written text and designed to be secured in a three ring binder for storage and ease in the updating process. The text appeared uncluttered and used a combination of 12 and 14 point font size. The text was doubled spaced and broken into various sections and subsections which made it attractive and easy to read.

The contents of the handbook included the following items:

1. Board of trustees
2. Chancellor's office

3. Administrative and organizational services
4. Organizational charts
5. Ethics, values, and responsibilities
6. Rights, responsibilities, and benefits
7. Administrative evaluation

The statement of ethics emphasized the importance of a climate that fosters ethical and fair judgements. The statement of ethics also encouraged administrators to strive for complete honesty and integrity. The handbook indicated that the most important responsibility of administrators is to facilitate the employment, promotion, transfer, suspension, discharge, supervision, and evaluation of employees, as well as, process grievances, attempt to resolve conflicts, and offer recommendations as appropriate in accordance with board policy and law. According to the handbook, administrators responsibilities also include interaction with trustees, colleague administrators, faculty, staff, students, and the community.

Analysis of the Administrative Handbook From Saddleback College

A review of the administrative/classified handbook from Saddleback College revealed that the document had been handled, printed, and published in-house. This document was designed to be secured in a three-ring binder to facilitate frequent updates

or changes. The written text of this document was double spaced and divided in thirteen sections which include the following items:

1. Preface
2. Administrative staff for 1994-1995
3. Administrative staff for 1995-1996
4. Organizational charts
    a. Saddleback College District
    b. District Services
    c. Irvine Valley College
    d. Saddleback College
5. Academic calendar
6. Affirmative action program
7. General administrative information
8. Leave provisions
9. Conflict resolution
10. Benefits plan
11. Retirement
12. District committees
13. Appendices

An inspection of the handbook also revealed that the purpose of the handbook is to acquaint and assist administrators and managers with board policies, administrative regulations,

employee contracts, and other administrative matters. According to the handbook the duties and responsibilities of administrators and managers are:

1. Knowledge of collective bargaining

2. Open communication with other district personnel and with the bargaining agent

3. Assist with the process of grievances

4. Communicate with chancellor, vice-chancellor, or college president about problems relative to administration or the collective bargaining unit

Finally, the handbook also contained a statement of ethics which was further divided into several sections. These sections included a definition of ethics, importance of ethics, expectations of ethical behavior, and ethical responsibilities of administrators. These ethical responsibilities included various statements about respect, fairness, and trust between faculty, staff, classified, students, the board of trustees, and the community.

Summary of the Commonalities Among Administrative Handbooks

The results obtained from a comprehensive review of the administrative handbooks from the seven colleges indicated that six out of seven colleges handled, printed, and published the documents in-house. The only college that had a specific handbook for department chairpersons was Coastline Community College. This handbook was specifically designed for use by the department chairperson at Coastline Community College. The majority of the handbooks that were reviewed also revealed that

the written text was broken into shorter sections which were then presented as a series of numbered steps. Five out of seven administrative handbooks provided a statement or section concerning the importance of ethics or ethical behavior in the workplace. All the handbooks that were reviewed were designed to be secured in a three-ring binder to facilitate frequent updates or changes.

The major broad content areas for an administrative handbook were:

1. Organizational charts
2. Important phone numbers
3. Academic calendars
4. Ethical behavior
5. Knowledge of collective bargaining
6. Knowledge of shared governance
7. Personnel evaluation

Summary of the Differences Among Administrative Handbooks

The results obtained from the qualitative review of the handbooks indicated that the only document describing the duties and responsibilities of department chairpersons was the handbook from Coastline Community College. Six out of seven handbooks did not delineate specific administrative duties and/or responsibilities. The handbook from Irvine Valley College delineated operational duties and responsibilities for the position of night dean. These responsibilities and duties were unrelated to personnel matters. In addition, the handbook from

this college appeared to have been the only document published by an outside consulting firm from among the seven handbooks that were reviewed.

Finally, the handbooks from Coastline Community College and Rancho Santiago College did not exceed twenty pages. The remaining handbooks were voluminous and contained a wealth of information about the colleges finances, governance, college-wide committees, collective bargaining information, academic constitutions and by-laws, and employee benefits.

Development of the Criteria for a Handbook for Department Chairpersons

The criteria for a handbook for department chairpersons at OCC were extracted from the literature review and current administrative handbooks from all seven community colleges in Orange County. The developed criteria was as follows:

1. Designed for primary use by the mathematics department
2. Written text should be single spaced and broken into shorter sections
3. In-house handling, printing, and publishing
4. Designed to be presented and distributed as a stapled document
5. Statement of departmental mission, goals, and objectives
6. Definition of department chairperson
7. List and description of the duties and responsibilities of department chairperson
8. Advising techniques
9. Statement of ethics

10. Faculty evaluations

11. Conducting meetings

12. List of important phone numbers

The formative committee was called to a meeting and reached consensus after one revision of the criteria for the development of a handbook for department chairpersons. The changes made by the formative committee during this meeting suggested that the handbook needed to minimize duplication of information already available in other campus publications. The formative committee also recommended that in addition to "departmental objectives", a list of "specific objectives" pertaining to the mathematics department be included in the criteria to develop the handbook. The formative committee further indicated that objectives needed to be supported by various activities, and that the activities supporting the objectives needed to be classified into two categories: Primary activities and secondary activities. This recommendation was based on the assumption that a department should be accountable for its objectives.

Further recommendations made by the formative committee also indicated that the duties and responsibilities of department chairpersons needed to be classified into two mutually exclusive categories: Primary duties and secondary duties. The members of the formative committee also indicated that the handbook should not exceed twenty pages of written text because in their opinion, many professors and administrators do not read voluminous documents unless there is a serious administrative or academic problem. The members of the formative committee asserted that

the purpose of the handbook should be to provide essential information only. The final recommendations made by the members of the formative committee concerning the criteria revealed that the handbook needed to include brief statements concerning the role of the department chairperson at OCC, departmental values, and information concerning academic calendars.

The committee further suggested that the final product be distributed by the Dean of the Division of Mathematics and Sciences to other department chairpersons via diskette. The reason for this suggestion was that the handbook emphasized some particulars pertaining to the operations of the mathematics department. According to the committee, distribution of the final product via diskette to other department chairpersons would allow other departments to use the handbook after making minor departmental changes such as mission, objectives, and goals of a specific department.

Finally, all the recommendations made by the formative committee were appropriate and therefore incorporated in the final criteria for the development of a handbook for department chairpersons at OCC. This criteria was validated by the Vice President of Instruction at Orange Coast College during the Dean's Council meeting. A copy of the criteria is included in Appendix A.

Development of a Draft for a Handbook for Department Chairpersons

The draft of the handbook for department chairpersons was created based on the formative criteria. This draft included the following list of general topics:

1. Letter of introduction
2. Mission of the Department of Mathematics
3. The definition of department chairperson
4. General objectives of academic departments
5. Specific objectives of the Department of Mathematics
6. Activities to support general and specific objectives
    a. Primary activities
    b. Secondary activities
7. Duties and responsibilities of academic department chairpersons
    a. Primary duties
    b. Secondary duties
8. Role of the department chairperson
9. Advising members of the department
10. Statement of ethics
    a. Ethical behavior in higher education
    b. Ethical responsibilities
11. Departmental values
12. Conducting meetings
13. Faculty evaluations
14. Academic calendar
15. Important phone numbers

A copy of the draft was submitted to the summative committee who were later called to a meeting to discuss the draft. At the meeting the committee recommended that the introductory letter not be single space. The members of the formative committee also recommended that the section entitled "Duties and Responsibilities of Academic Department Chairpersons" needed to include a statement concerning a summary of the general responsibilities and miscellaneous duties of department chairpersons. The reason for the recommendation was that the statements would greatly enhance the existing summary lists of primary and secondary duties. The committee also indicated that the section entitled "Role of the Department Chairperson" needed to include a short list of abilities required by the department chairperson to effectively lead the department.

The committee agreed and recommended that the heading "Advising Members of the Department" be change to "Advising and Motivating Members of the Department." In their opinion the recommended heading appeared to be much more descriptive and inclusive. The members of the summative committee indicated that they were satisfied with the information provided under the heading "Statement of Ethics." Another recommendation made by the committee was to add the phrase "we celebrate the diversity of people and ideas" to the list included under the heading "Departmental Values." The summative committee noted that the inclusion of academic calendars was not necessary because such information would have been a duplication of existing information found in other campus publications. Instead, the committee

suggested that the sentence, "The department chairperson is responsible for obtaining the appropriate academic calendars from the dean of the division or from the union office" be added under the heading "Academic Calendar."

Acting upon the recommendations of the formative committee, a second draft was developed and distributed to the members of the summative committee. The recommendations made by the committee were that the heading entitled "Specific Objectives of the Mathematics Department" be changed to "Specific Objectives of the Department of Mathematics." The committee also stated that a summary list of miscellaneous duties needed to be included under the heading "Duties and Responsibilities of the Academic Department Chairperson," and after the subheading entitled "Summary of Secondary duties." The committee indicated that a summary list of "miscellaneous duties" enhanced the section discussing duties and responsibilities of department chairpersons. In addition, the members of the committee also suggested that the word "academic" be deleted from the heading "Duties and Responsibilities of the Academic Department Chairperson."

The summative committee indicated that the draft of the handbook needed some information concerning a brief discussion on the topic of academic freedom in relation to academic responsibility. Finally, the summative committee indicated that the handbook for department chairpersons needed to include a list of the phone numbers of the members of the Academic Senate and of the Coast Federation of Educators.

Validation of the Handbook for Department Chairpersons at Orange Coast College

The summative committee reached concensus after two revisions of the draft of the handbook. The members of the summative committee unanimously validated the handbook against the criteria. The final product, Handbook for Department Chairpersons, was prepared and submitted to the dean of the Division of Mathematics and Sciences with recommendations to adopt the document. The dean of the Division of Mathematics and Sciences informed the author of the practicum report that the Vice-President of Instruction had indicated that he was satisfied with the handbook. A copy of the final product is included in Appendix D.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

This study was conducted to develop a handbook to assist new department chairpersons in clarifying their new position. The document was also intended to assist existing department chairpersons by providing a uniform description of the duties and responsibilities of the position of chairperson at OCC. An intense effort was made to draw upon a comprehensive list of references to compile an educational management tool that would be informative and easy to use by new and current department chairpersons. The concern that led to the development of the handbook was the nonexistance of a document delineating the duties and responsibilities of department chairpersons at OCC.

The literature clearly showed that a handbook is the administrative or mangerial document containing critical information pertaining to the particulars of a position within a given institution. The literature also defined the position of department chairperson in terms of the dual roles of teaching and administration. Even though only one out of the seven colleges in Orange County had a handbook for department chairpersons, it was not necessary to "reinvent the wheel." The administrative manuals provided by the other six colleges in Orange County, and the findings from the literature review provided the foundation for the design, structure and content of the handbook.

It is expected that the handbook for department chairpersons will assist new and current department chairpersons in performing the duties and responsibilities of their position. It is also expected that the definition and clarification of the role of the department chairpersons will assist new and current department chairpersons in effectively leading and managing their department.

Conclusions

It was concluded that a handbook needs to contain critical information only in order to be useful. A handbook should be practical and contain information on how to perform a particular task. It is also important that a handbook for department chairpersons contain specific information on ethics, and examples of ethical behavior in higher education. Furthermore, a handbook for department chairpersons should provide clear information concerning departmental mission, duties and responsibilities of department chairpersons, the role of the department chairperson, advising faculty, and academic freedom. Finally, a handbook must be developed with the audience in mind so that the language, tone, and technical communication is written at a level targeted for the primary audience.

Implications

The Department of Mathematics as well as other departments at OCC now have a tool that will provide an opportunity for department chairpersons to better lead and manage their departments. Furthermore, department chairpersons will have an opportunity to better serve the department, faculty, and students

by following the procedures and guidelines outlined in the handbook. The use of the handbook can contribute to the institution's ability to function more effectively.

Recommendations

It was recommended that the department chairperson handbook committee forward a copy of the handbook to the vice president of instruction for adoption by the end of the Spring 1997 semester. The dean of the Division of Mathematics and Sciences should be responsible for accomplishing this recommendation.

It was recommended that the department chairperson handbook committee forward a cover letter and a copy of the handbook to all seven community colleges in Orange County. The chair of the committee should be responsible for writing the cover letter. The handbooks should be sent to the colleges by the end of the Spring 1997 semester. The vice president of instruction should be responsible for accomplishing this recommendation.

It was recommended that the handbook be reviewed, updated, and revised annually by the department chairperson handbook committee at the beginning of each spring semester. The chair of the department chairperson handbook committee should be responsible for accomplishing this recommendation. In addition, the annual update should include input from chairpersons who use the handbook. The chair of the department chairperson handbook committee should conduct one meeting at the beginning of each

semester in order to obtain feedback from the users of the handbook. The chair of the department chairperson handbook committee should be responsible for scheduling and conducting the meetings.

Finally, it is recommended that the department chairperson handbook committee conduct further research on handbook evaluation, and that the handbook be evaluated at least one year after it has been adopted by the college. The chair of the department chairperson handbook committee should be responsible for conducting the research to determine if the college should (a) continue to use the handbook, (b) revise the handbook, or (c) discontinue to use the handbook.

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APPENDIXES

Appendix A

Formative Committee Criteria

The criteria developed by the formative committee is as follows:

1. The handbook should be designed for primary use by the Department of Mathematics and as a model for other departments. Other departments should be able to use most of the information contained in the handbook since only minor changes to the final product should be made by to other departments.

2. The text should be single spaced and broken into shorter sections or a series of numbered steps.

3. The document should be handled, printed, and published in-house.

4. The document should be between fifteen and twenty pages, and presented as a stapled "loose-leaf" document.

5. A letter of introduction addressing all department chairpersons at OCC.

6. The mission statement of the Department of Mathematics

7. Definition of the department chairperson

8. List of the general objectives of academic departments

9. Specific objectives of the Department of Mathematics

10. Activities to support general and specific departmental objectives

    a. Primary activities

    b. Secondary activities

11. Duties and responsibilities of the department chairpersons
    a. Primary duties
    b. Secondary duties
12. The role of the department chairperson
13. Advising and motivating members of the department
14. Statement of ethics
    a. Higher education and ethical behavior
    b. Ethical responsibilities of department chairpersons
15. Departmental Values
16. Conducting department meetings
17. A statement concerning faculty evaluations
18. A statement concerning academic calendars
19. List of important phone numbers

Appendix B

Names and Backgrounds of the Members of the Formative Committee

Stan Johnson, M.S.

Professor Johnson is the Dean of the Division of Mathematics and Sciences at Orange Coast College and has taught chemistry for over twenty years. He was also the department chairperson for the Department of Chemistry prior to becoming Dean of the Division of Mathematics and Sciences. Professor Johnson was asked to serve in the formative committee because one of the responsibilities of his position is to manage the Division of Mathematics and Sciences which is comprised of eight academic departments. In his role as a dean, he has academic, budgeting, and personnel responsibilities. He is also responsible for the supervision of all the department chairpersons within the division. Stan Johnson is a member of various academic and administrative committees, and has experience in designing and developing academic and administrative documents at Orange Coast College.

Wayne Wolfe, M.A., M.Ed.

Wayne Wolfe is a professor of mathematics with over twenty years of combined teaching and administrative experience. Professor Wolfe was asked to participate on the formative committee for this practicum report because of his expertise in educational administration. He has served as the Chair of many administrative committees and has a broad knowledge of many managerial and administrative procedures at Orange Coast College. Professor Wolfe held the position of Dean of Admissions and

Records for many years where he acquired valuable experience in the particulars of educational management including supervision, academic freedom, and ethics in higher education.

Bob C. Denton, M.S., M.A.

Professor Denton is the chair of full-time faculty in the Department of Mathematics at Orange Coast College and has been in that position for over fifteen years. Prior to his tenure at Orange Coast College, he was an applied mathematician, and later became technical administrator/manager in the private sector. Professor Denton was selected for participation on the formative committee because of his many years of experience in the field of technical/engineering administration and management. Bob Denton is a member of many mathematical organizations, and has been a guest speaker at many mathematics conferences. Professor Denton has written many papers in various mathematical journals and has recently published a book in finite mathematics. He has also served as Assistant Dean of the Division of Mathematics and Sciences, and is knowledgeable of many administrative, supervisory, and managerial issues at Orange Coast College.

Appendix C

Names and Backgrounds of the Members of the Summative Committee

Raghu P. Mathur, M.S.

Professor Mathur is currently a professor of Chemistry and Chair/Division Dean of the school of Physical Sciences and technologies at Irvine Valley College. He has thirty years of experience in the field of chemistry, chemistry education, educational administration, and management. Professor Mathur possesses valuable knowledge in personnel matters. He has worked closely with the Chancellor of the Saddleback Community College District in numerous administrative projects. In addition, Raghu Mathur was elected to serve as President of the Board of Trustees of the Saddleback Valley Unified School District for many years. He is also the Vice-chair of the State Commission on Educational Policy for California Community Colleges. Finally, Professor Mathur was asked to serve in the summative committee because of his expertise and experience in school governance, management, administration, academic freedom, and ethics in education.

Toni Iseman, M.S.

Professor Toni Iseman is a currently the President of the Academic Senate and a counselor at Orange Coast College. She has many years of experience in the field of counseling and is knowledgeable about academic, professional, and administrative matters at Orange Coast College. She has also conducted research on the relationship between teaching and administration. Toni Iseman is very active in the State Academic Senate, and has a keen interest in ethics, academic freedom, and

managerial/administrative issues in relation to faculty motivation. She was asked to serve on the summative committee because of her expertise and experience in making sound recommendations on various academic policies and procedures to administrators at Orange Coast College.

Fazlollah Berdjis, Ph.D.

Professor Berdjis is currently the department chairperson of physics and astronomy. He has over thirty years of experience in teaching and research in theoretical physics, quantum mechanics, and mathematics. He has taught in Germany, France, and Italy. Fazlollah Berdjis is a graduate of the Max Planck Institute of Physics of the University of Munich. Professor Berdjis was asked to serve as a member of the summative committee because he is new to the position of department chairperson and has a keen interest in how to effectively manage and lead the department to which he is assigned. In addition, Professor Berdjis has many years of experience in applied and theoretical research.

Appendix D

Handbook for Department Chairpersons at Orange Coast College

ORANGE COAST COLLEGE
HANDBOOK FOR DEPARTMENT CHAIRPERSONS
DEPARTMENT OF MATHEMATICS

December 1996

To all Department Chairpersons:

This handbook is an informal guide for department chairperson at OCC. The handbook has been distributed to all other departments at OCC via diskette to allow each department to make modifications specific to their particular mission and operations. It is not a major policy document. The handbook provides crucial information needed by department chairpersons to effectively lead and manage the department. It is therefore important that the department chairperson become familiar with other documents such as Academic Senate Constitution and By-laws, the Coast Federation Agreement Between the Coast Community College District and AFT Local Chapter 1911, The Chart, and other administrative manuals.

This document does not contain information concerning the contractual obligations of faculty members to the college. However, the document provides critical information concerning the duties and responsibilities of department chairperson.

The handbook is a developing document, and will be periodically revised. The members of the Department Chairperson Handbook Committee and I seek your contributions to it and to its revision.

E. J. Arismendi-Pardi
Assistant Professor of Mathematics
Department Chairperson Handbook Committee
December 1996

Mission of The Department of Mathematics

The mission of the Department of Mathematics at Orange Coast College is to provide the highest quality mathematics instruction to the diverse population of students and to meaningfully contribute to their success in mathematics. The Department of Mathematics endeavors to achieve the goal of quality instruction in mathematics by seeking the highest quality professors, and by providing maximum academic and professional support by working cooperatively with professors to realize their maximum potential. In addition, the department seeks to provide a collegiate atmosphere that fosters the exchange of ideas and provide an environment that encourages the learning and appreciation of mathematics and its applications.

The Department Chairperson

The department chairperson is a full-time faculty member responsible for performing teaching, research, and administrative activities. Hence, the department chairperson is a full-time professor who is the head, leader, and spokesperson for the department as a whole.

As a professor in a specific discipline, the department chairperson is responsible for the delivery of quality instruction to students, and advisement of students. In addition, the chairperson is also responsible for the development, implementation, and evaluation of curriculum and service other members of Orange Coast College.

As a manager or academic group leader, the department chairperson is responsible for the day-to-day functions of the department. These functions include supervision of faculty, student advising, and requisition generation and budget recommendations. The department chairperson reports directly to the dean of his or her division. The of department chairperson responsible for the coordination of limited resources subject to availability, and the needs of faculty, staff, and students.

General Objectives of Academic Departments

- Provide additional student access
- Evaluate faculty and make recommendations for tenure
- Obtain the highest quality professors available
- Organize a yearly departmental conference to be held at an outside facility for the purpose of discussing and generating pedagogical ideas to improve teaching and learning
- Review and continuously improve departmental structure and communication
- Maintain communication with the Office of Institutional Research to gain information on how to improve student retention and attrition in the department
- Participation in the college budgeting and planning process
- Assist faculty in gaining access to office computers and software
- Schedule of courses and room assignments in the department
- Promote and evaluate effectiveness of new approaches to instruction:

Applied academics, cooperative learning, reform curriculum, honors courses, alternative pacing, and use of technology

- Develop appropriate measures for student success in instructional programs: Persistence, retention, satisfaction, and success in subsequent courses and at transfer institutions

Specific Objectives of the Department of Mathematics

The objectives of the Department of Mathematics at Orange Coast College are:

- Student success, meaning completion of current course
- Completion of student's educational goals as they relate to mathematics
- Assist students in the admission and transfer process to baccalaureate programs that require mathematics training
- Maintain and continuously improve student retention in mathematics
- Encourage student and faculty participation in the Orange Coast College Local Chapter of the Mathematics Association of America
- Develop and upgrade curriculum that meets the requirements of 4-year institutions
- Offer at least 20% of sections with instructional variations including honors courses, technology in the classroom, large group instruction, small group instruction, cooperative education, reform calculus, and the use of technology in the mathematics laboratory
- Increase or reduce average mathematics class size excluding laboratories by 10% per year in order to approach the college average classroom size or the national average mathematics classroom size thereby increasing student access in mathematics

Activities to Support General and Specific Departmental Objectives

The activities to support the objectives of the various departments at Orange Coast College are categorized as primary and secondary activities. These activities are general in nature and therefore applicable to specific departments. The activities are tasks that should be carried out by all department chairpersons at Orange Coast College in order to support and effectively manage the department.

Primary Activities

1. Act as a liaison among faculty and between faculty, the Academic Senate, and administrators to identify and communicate the highest priorities and concerns by using a newsletter and/or any other method of written communication.

2. Assist faculty with class scheduling and resolve potential time and room assignment conflict with other departments.

3. Take an active role in adjunct faculty evaluation procedures, including the following: (a) working closely with discipline dean to identify classes which need to be visited for the purpose of evaluation, (b) obtain the appropriate evaluation form the division dean's secretary, (c) prepare a written classroom evaluation report based on the scheduled visitations and observations, (d) work closely with the division dean to schedule and agree upon the number of faculty evaluations to be conducted for each academic year.

4. Assist all faculty (adjunct and full-time), and the dean of the division with the development of new courses and revision of existing courses in discipline areas of specialty, including assistance with advisory committees and program review.

5. Attend and be an active participant in the college curriculum committee.

6. Designate a representative or representatives from the department to attend curriculum committee meetings, budget and planning committee meetings, and other meetings requiring faculty input.

7. Act as an advisor and/or resource person to assist in the selection process of faculty for available vacancies in the applicable discipline.

8. Assist with staff development, orientation of new faculty, work with faculty to strengthen teaching strategies by providing resource information, and counsel faculty about how and on how to improve instruction and classroom research.

Secondary Activities

1. Develop agendas for applicable faculty meetings and assist with the development of agendas for applicable advisory committee meetings.

2. Research and review appropriate textbooks required for various courses and make recommendations if any changes are needed.

3. Improve course coordination and faculty communication between Orange Coast College, Golden West College, Coastline Community College, other community colleges in Orange County, local high schools, California State University, and the University of California.

4. Provide administrators with input regarding classroom environment, equipment, and supplies in order to make the department function adequately.

5. Research and when appropriate help to develop and implement the most effective types of publicity for the applicable program.

6. Assist in the coordination of fund-raising and performance events, including the preparation and development of grants.

7. Assist with state-required report and documentation.

8. Review course outlines for the purpose of evaluating relevancy of objectives and the appropriateness of current textbooks.

DUTIES AND RESPONSIBILITIES OF THE DEPARTMENT CHAIRPERSON

Summary of General Responsibilities

The department chairperson is a full-time faculty member who is responsible for providing faculty representation and administrative assistance to the dean of the division within an academic department. The general responsibilities for the position of department chairperson include the day-to-day functions of the department such as supervision of faculty, academic advising, and participating in the budgeting process with other department chairpersons within the division. More specific responsibilities vary between departments and are usually agreed between the dean and each particular department chairperson.

The department chairperson is also responsible for obtaining knowledge, and becoming familiar with Title V of the California Administrative Code; and the Agreement between the Coast Federation of Educators, American Federation of Teachers Local 1911 and the Coast Community College District.

Summary of Primary Duties

Concerning full-time faculty:

1. Coordinate daily operations of the department
2. Contribute to the annual evaluation of faculty members
3. Recommend qualifications and requirements for hiring purposes
4. Chair screening committees for authorized full-time faculty positions

Concerning adjunct faculty:

1. Screen and recommend adjunct faculty
2. Evaluate adjunct faculty
3. Coordinate faculty employment applications and related documents
4. Generate letters of appointment for signature by the dean

Concerning the dissemination of information to faculty:

1. Communicate to the faculty policies and procedures regarding course outlines, examinations, grading, and other instructional matters
2. Disseminate class rosters and grade reports to faculty
3. Communicate to faculty throughout the semester relevant department, division, and/or college information

4. Order textbooks for department courses through campus bookstore
5. Maintain department records such as syllabi, outlines, and grades
6. Form and appoint members to departmental committees

Concerning curriculum and budget development:

1. Coordinate the department faculty planning, develop, and evaluate department curriculum
2. Recommend department curricular modifications to the dean of the division
3. Generate department schedule of classes, faculty assignments, and classroom assignments
4. Advise students regarding department programs and make appropriate referrals
5. Recommend department budget to the dean of the division
6. Monitor and approve department operating expenditures
7. Recommend action on student grievances and appeals
8. Advise the library with respect to the acquisition of materials to support the instructional goals of the department

Summary of Secondary Duties

Concerning professional and accreditation activities:

1. Coordinate professional development activities for department faculty; and recommend staff development projects to the dean of the division, and participate in the planning and implementation of such projects
2. Coordinate professional extracurricular activities related to the program area for students
3. Prepare materials for appropriate professional and regional accreditation association
4. Recommend appointments for the program advisory committee to the dean of the division; coordinate arrangements for advisory committee activities
5. Participate in articulation activities with 4-year institutions and with local high schools
6. Conduct departmental program reviews on the schedule set by the college

Summary of Miscellaneous Duties

1. Provide college administration with accurate and timely information as directed
2. Recommend department needs for faculty and staff to the dean of the division
3. Work with college staff to meet requirements of federal, state, local, and college guidelines and regulations
4. Maintain relationships with communities and constituencies served by the college
5. Assist the dean of the division in planning and conducting divisional affairs
6. Contribute to the development of a positive image of the college in the community
7. Perform other related duties as assigned by the dean of the division

Role of the Department Chairperson

The role of the department chairperson is to foster an environment that encourages an intellectual and systematic way to discuss issues that affect the department as a whole. The primary role of the department chairperson is to help faculty to succeed by providing the kind of leadership that motivates the members of the department to improve in all aspects of the teaching profession. The department chairperson needs to develop the following abilities in order to effectively lead the department:

- Understanding institutional roles and expectations
- Learning how OCC operates
- Finding and using resources at OCC to maximize efficiency in teaching, learning, and research
- Developing collegiality within the department
- Finding a balance between work-life and home-life
- Understanding the changing roles of faculty and students

Advising and Motivating Members of the Department

This section on advising and motivating members of the department is by no means comprehensive nor is it a panacea to solve every problem or situation that may arise at any given moment. However, in order to advise and motivate the members of an academic department it is important for the chairperson to get to know each member of the department as individuals. Only then you can learn what to do. A simple workable way to change the behavior of a particular faculty member is to:

1. Describe current behavior

2. Allow the faculty member to practice new behavior

3. Reinforce new behavior

4. Praise the new behavior or choose a reward "carefully"

Academic Freedom and Responsibility

Recognizing that free search for the truth and the expression of diverse opinions are essential to a democratic society, both the administration and the faculty encourage and protect academic freedom. The faculty at Orange Coast College has the right to:

1. Exercise freedom to examine or endorse unpopular or controversial ideas appropriate to course content, discussions with students, academic research, and/or publication. The faculty shall attempt to be accurate, objective, and show respect for the opinions of others.

2. Select or make recommendations for the selection of instructional materials for courses which may contain unpopular or controversial ideas.

3. Speak or write as a citizen, provided that the faculty member recognizes a special obligation as a member of the education profession and indicates that the faculty member is not speaking on behalf of the college.

4. Present all points of view including library materials of interest, information and enlightment without regard to the race or nationality or social, political or religious view of the authors.

A faculty member is responsible for conducting research and discussing subjects with candor and integrity. Finally, while a faculty member is entitled to freedom in discussing his or her subject matter it is important that the faculty member "should be careful not to persist the teaching of controversial matters having no relation to the subject matter being presented".

STATEMENT OF ETHICS

We speak and act truthfully and sincerely, without hidden agendas, admitting when we make mistakes or do not know, and keeping commitments. We create a climate that fosters ethical judgements that are fair, unprejudiced, consistent, and equitable, and we strive for complete honesty and integrity.

Higher Education and Ethical Behavior

Faculty members who desire to undertake research relevant to either their discipline or development of effective instructional techniques will under no circumstance present the work of students as his or her own. The proper credit will always be given. Faculty members undertaking research with students have an obligation to follow ethical research guidelines.

Faculty members or other officials at OCC may not use the course work of course participation of students for nonprofit purposes other than the direct enhancement of instruction without the written consent of the student(s) whose work or participation will be depicted. Such consent will be requested immediately after the instructor has submitted final grades. A standard release form will be used. This form may be obtain the the secretary of the division.

Faculty members or other officials at OCC may not use the course work or course participation of students for profit purposes without the permission of the college president and the written consent of the student(s) involved.

Instructors undertaking traditional research projects with human subjects will be guided by the most recent edition of the American Psychological Association's **Ethical Principles in the Conduct of Research with Human Participants**.

All members of Orange Coast College will adhere to all the copyright laws.

Ethical Responsibilities of Department Chairpersons

With respect to students, department chairpersons have the responsibility to:

1. Keep foremost in mind that the college exists to serve students, and to strive to maintain the highest quality educational programs.

2. Remain continuously informed of the characteristics, educational needs, and interests of the local community.

3. Provide and protect student access to the educational resources of the community college.

4. Promote human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers.

DEPARTMENTAL VALUES

1. Students and learning are the focus of everything that we do.

2. We value the worth and dignity of all individuals.

3. We involve students, faculty, staff, and community members in our decision-making process. The members of Orange Coast College are a team, and as such we treat everyone with trust and respect.

4. We celebrate the diversity of people and ideas.

5. We embrace leadership principles that promote developing and inspiring others, instilling pride, leading by example, and creating positive relationships.

6. We foster open, considerate communication, which requires us to also be accountable, consistent, reliable, and act in an ethical manner.

7. Quality and excellence are our benchmarks for performance.

8. We are committed to the community college mission.

Conducting Department Meetings

Decide whether or not a meeting is appropriate. Having a meeting just because is scheduled is neither productive nor team-building. Meetings are appropriate when an issue needs to be clarified, departmental concerns need to be discussed for the purpose of making a decision, information is needed from the faculty about a particular issue, or when the department wants a meeting.

Faculty Evaluations

Faculty evaluations are conducted every three years and the appropriate faculty evaluation forms may be obtained from the division dean's secretary. It is not required to notify the instructor of an upcoming classroom visitation. However, it is advisable and courteous that the department chairperson inform the faculty member to be evaluated that a classroom visitation will be taking place. It is also recommended that the department chairperson arrange a time to visit the instructor's classroom for evaluation purposes during a convenient time when he or she is not administering an exam.

Academic Calendar

The department chairperson is responsible for obtaining the appropriate academic calendars from the dean of the division or from the union office.

List of Important Phone Numbers

The following list of current phone numbers is not inclusive of all personnel at OCC. However, the list includes phone numbers of key individuals form the administrative personnel, the Academic Senate, and the Coast Federation of Educators.

Members of the Administrative Personnel

William Vega, Ed.D. Chancellor	432-5177
John Renley, Ed.D. Vice-Chancellor	432-5745
Margaret Gratton, M.A., M.S. President	432-5712
Chris O'Hearn, M.A., M.Ed. Vice-President of Instruction	432-5015
Sharon Donoff, M.S. Vice-President of Student Services	432-5765
James McIlwain, M.A. Vice-President of Administrative Services	432-5024
Dan Casey, M.A. Administrative Dean of Instructional Services	432-5542
George Blanc, M.Ed. Administrative Dean of Career, Community, and Contract Education	432-5019
Gloria Vaugh, Ph.D. Dean of Business	432-5862
Kevin Ballinger Dean of Consumer and Health Sciences	432-5702
Edward Baker, M.F.A. Dean of Fine Arts	432-5536
Bob Dees, M.A. Dean of Literature and Languages	432-5716

Stan Johnson, M.A. Dean of Mathematics and Sciences	432-5846
Barry Wallace, M.S. Dean of Physical Education and Athletics	432-5766
Dick Marsh, M.A. Dean of Social and Behavioral Sciences	432-5796
Dan Casey, M.A. Acting Dean of Technology	432-5542
Don Ackley, M.A., M.L.S. Dean of the Library	432-5081
Marjorie Ball, M.A. Director of Community Relations	432-5880
Jeff Dimsdale, Ph.D. Dean of Student Services	432-5730
Nancy Kidder, M.A. Dean of Admissions and Records	432-5735
Don Low, Ed.D. Dean of Counseling	432-5764
Marilyn Dickson, M.S. Dean of Student Health Services	432-5808
Ken Ortiz, Ph.D. Dean of Special Programs and Services	432-5042
Gary Browning, Ph.D. Institutional Researcher	432-5991

Members of the Academic Senate Organization

Toni Iseman, M.A. President Professor of Counseling	432-5050
Eduardo Arismendi-Pardi, M.S. Vice-President Assistant Professor of Mathematics	432-5503

Ted Wall, M.A., M.Div. Treasurer Professor of Philosophy and Religious Studies	432-5028
Terry Timmins, Ph.D. Parliamentarian Professor of Sociology	432-5833
Barbara Wright, M.S. Past-President Professor of Physical Education	432-5123

Members of the Coast Federation of Educators Organization

Tina Bruning, M.S., M.N.S., R.N. President Professor of Nursing	432-5037
Doug Smith, M.L.S. Vice-President Professor of English	432-5597
Shain Graham, M.A., J.D. Secretary Professor of English	432-5837
Dean Mancina, M.A. Treasurer Professor of English	432-5037